R E P O R T R E S U M E S

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THE RELATIONSHIP BETWEEN SCHOOL SELF-EVALUATION PROCEDURES AND CHANGES IN TEACHERS' EXPRESSED ATTITUDES IN SIX AREAS OF PROFESSIONAL HUMAN RELATIONS.

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TO DETERMINE WHETHER OR NOT TEACHERS ENGAGED IN SCHOOL SELF-EVALUATION STUDIES EXPERIENCED ATTITUDE SHIFTS OVER TIME TO A LESSER DEGREE THAN THOSE NOT THUS ENGAGED, AND TO DETERMINE THE EXTENT OF SUCH SHIFTS, THE 90-ITEM TEACHER HUMAN RELATIONS QUESTIONNAIRE WAS ADMINISTERED TO NEARLY 700 TEACHERS IN 21 FLORIDA SCHOOLS, 11 OF WHICH WERE ENGAGED IN ACCREDITING OR REACCREDITING SELF-EVALUATION (EXPERIMENTAL GROUP) AND 10 WHICH WERE NOT (CONTROL GROUP). THE QUESTIONNAIRE MEASURED TEACHERS' EXPRESSED ATTITUDES TOWARD THE STUDENTS, PRINCIPAL, PROFESSION, COMMUNITY, SCHOOL, AND OTHER TEACHERS, AND FURNISHED, AS WELL, A TOTAL ATTITUDE SCORE. EIGHTY PERCENT OF THE QUESTIONNAIRES WERE RETURNED UPON INITIAL ADMINISTRATION AND 73 PERCENT AFTER THE SECOND ADMINISTRATION 7 MONTHS LATER. OVER TIME, CONTROL GROUP ATTITUDES TOWARD THE STUDENTS, PRINCIPAL, AND OTHER TEACHERS SHIFTED SIGNIFICANTLY IN A NEGATIVE DIRECTION. FOR THE EXPERIMENTAL GROUP, THE NEGATIVE SHIFT WAS TOWARD STUDENTS AND OTHER TEACHERS. NO SIGNIFICANT DIFFERENCES WERE FOUND FOR THE REMAINING ATTITUDINAL CATEGORIES. THE ABSENCE OF ANY SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS SUGGESTS THAT FACULTIES INVOLVED IN A SELF-EVALUATION PROCESS EXPERIENCE THE SAME SHIFTS IN AMOUNT AND DIRECTION OF EDUCATIONAL ATTITUDE AS THOSE FACULTIES NOT ENGAGED IN SUCH A PROCESS. IT WAS FOUND THAT THERE WERE WIDE DIFFERENCES IN EXPRESSED ATTITUDES OF TEACHERS FROM PREDOMINANTLY NEGRO AND WHITE FACULTIES. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATION RESEARCH ASSOCIATION CONFERENCE (NEW YORK, FEBRUARY 18, 1967). (HA)

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The Relationship Between School Self-Evaluation Procedures and Changes in Teachers' Expressed Attitudes in Six Areas of Professional Human Relations.

This study was conducted in Florida during the 1965-66 school year. Twenty-one schools participated in the study, eleven designated experimental schools and ten designated control schools. The major purposes of the study were to determine whether or not school faculties engaged in self-evaluation studies experienced attitude shifts over time to a lesser degree than those faculties not engaged in the self-evaluation process and to determine the extent of attitude shifts over time for all teachers involved in the study.

Experimental schools were engaged in differing degrees in Southern Association accrediting or reaccrediting procedures. Four were doing a self-evaluation study utilizing university personnel as directors in which teachers were receiving course credit. Four were doing a self-evaluation utilizing outside consultant help, but were not enrolled in course activity as a part of their study. Four selected schools were preparing for Southern Association evaluation and were utilizing only local and county resources. The control schools were selected in terms of their similarity to the matched experimental school. Criteria for control school selection were time lapse since previous self-evaluation, county location, size, grade level and predominant racial population. Approximately 700 teachers from twenty-one separate schools in ten Florida counties participated in the study.

The instrument selected for the study was The Teacher Human Relations Questionnaire. The instrument was constructed and valideted originally for use in the Kellogg Foundation Leadership Study at the University of Florida. As a result of these studies the instrument yielded a split half reliability coefficient of .966. As a result of data collected for the current study an internal consistency reliability coefficient of .987 was determined. The 90 item instrument reflects teachers' expressed attitudes in six areas of professional human relations; how a teacher feels about the profession, the school, the community, the principal, the students, and other teachers. In addition, a total attitude score is reflected. Teachers indicated attitudes by responding to one of three classifications: agree, disagree, or undecided. For scoring purposes numerical values were assigned each response depending on the selected classification. The response "agree" was assigned a value of one, "disagree" was assigned a value of minus one, and "undecided" was assigned a value of zero.

The instrument was administered to all participating faculties in October of 1965 with the retest administered in May of 1966. Teachers participated voluntarily and 80 per cent of the instruments were returned on the first administration and 72 per cent were returned on the second administration. Utilizing test-retest results, the following null hypotheses were tested by analysis of variance:

1. Teachers' expressed attitudes, as measured by the Teacher Human Relations Questionnaire, are not affected by involvement in the self-evaluation process.
2. The type of organizational method used by a school in the self-evaluation process, as measured by the Teacher Human Relations Questionnaire, has no effect on the expressed attitudes of teachers.
3. Teachers' expressed attitudes toward the profession, other teachers, the principal, the students, the school, and the community, as measured by the Teacher Human Relations Questionnaire, are not affected by the self-evaluation process.

All of the above null hypotheses were accepted.

The final null hypothesis tested was as follows:

> In general, for the period included in this study, the expressed attitudes of teachers, as measured by the Teacher Human Relations Questionnaire, do not change as the year progresses.
>
> To test this hypothesis all control school test returns were compared with all control school retest returns by means of a *t* test. The number involved totaled 329 for each test. Also, to test this hypothesis all experimental school test returns were compared with all experimental school retest returns by means of a *t* test. The number involved 348 for each test.
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> Analysis revealed that the null hypothesis, in general, for the period included in this study, the expressed attitudes of teachers, as measured by the Teacher Human Relations Questionnaire, do not change as the year progresses, was rejected.
>
> For control schools involved in the study, teachers' expressed attitudes toward the students represented the greatest shift. This was significant at the 1 per cent level of confidence. Expressed attitudes toward the principal, toward other teachers and the total professional attitude shifts were significant at the 5 per cent level of confidence. The remaining subtests, expressed attitudes toward the school, the community, and the profession, were not significantly different from the first test period to the second.

A comparison of mean responses within each category for experimental schools showed a consistent trend, but mean differences were not as great. Expressed attitudes toward the students and the principal showed a difference which was significant at the 5 per cent level of confidence. The total mean differences approached the 5 per cent level of significance. Expressed attitudes toward other teachers, the profession, the school, and the community were less favorable at the time of the second test but did not reflect significant differences. Though not specifically tested, two important findings were revealed as a result of the previously mentioned *t* tests.

1. Of the four experimental schools engaged in the university conducted self-evaluation, three showed a favorable shift in attitudes.

2. Of four predominantly Negro schools included in the study, two experimental and two control, three ended the year with negative mean scores on the Teacher Human Relations Questionnaire. These were the only schools of the total twenty-one that approached a negative mean score. One of the four schools started the year with negative mean scores.

Some of the implications drawn by this researcher from the study are as follows:

1. The school self-evaluation process should be carefully examined in an effort to identify the dimensions in which it is effective. If the year-long study has little effect on the expressed attitudes of teachers, further study should attempt to determine whether other effects do support the process.
2. In the opinion of the investigator the self-study process is very similar to many school in-service programs. In those cases where this is true, the evidence suggests that this activity contributes little to professional growth. Further research should help determine in-service methods that will provide teachers with professional growth experiences.
3. The evidence implies that required participation in the involvement process does not produce the effects suggested by involvement theory.
4. The fact that three of the four schools engaged in the self-evaluation process conducted by university personnel showed a favorable attitude shift, suggests that the differences between this method and other methods should be further examined. Under what conditions are university sponsered courses effective in promoting favorable attitude shifts?

The fact that teachers' expressed attutudes are less favorable near the end of the year than at the beginning of the year suggests the following implications:

1. How can a profession sustain itself if its members are unable to maintain healthy attitudes? The evidence from the study suggests that the practice of required involvement in the self-evaluation process fails to provide the help which enables teachers to maintain healthy attitudes. What are the factors that contribute to unfavorable attitude shifts? Are there professional activities and responsibilities experienced by teachers that may reduce negative attitude shifts?
2. Of interest in the evidence is the fact that of the six subtests included in the instrument, three were very human and person oriented. These three were attitudes toward the principal, other teachers, and students. These were the subtests from the control school data showing a significant attitude shift in the negative direction. Two of these three subtests, attitudes toward the students and the principal, were also significant in the experimental school data. The remaining three subtests were more abstract; namely, attitudes toward the school, the profession, and the community, and these were found to be not significant shifts.

2. (Con't) Perhaps the wrong people are being attracted to education as a profession, or the right people are becoming disillusioned with the present educational enterprise. In either case the profession suffers. How can the significant shifts of attitudes in the very human associations be explained and what can be done to alleviate the current situation? Is the fact that teachers' attitudes become less favorable toward the students, the principal, and other teachers explained simply by the amount of personal contact or by the type of personal contact experienced?
3. A further implication is that it is evident that a deliberate effort has to be extended to help foster favorable attitudes in teachers.
4. Special attention must be given to help teachers in predominantly Negro schools to develop more favorable attitudes.